DOCUMENT RESUME

ED 256 813 TM 850 309

AUTHOR Goldinher, Martin R.
TITLE Evaluation of the 1983-84 ECIA, Chapter II Program Development for the Artistically Talented Project.
INSTITUTION Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE Oct 84
NOTE 53p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Art Education; Attitude Measures; Curriculum Guides; Dance; Elementary Education; *Enrichment Activities; *Federal Programs; Music; *Parent Attitudes; Participant Satisfaction; Program Evaluation; Program Improvement; Questionnaires; School Districts; Student Attitudes; *Talent; Teacher Attitudes; Visual Arts
IDENTIFIERS *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

ABSTRACT

The Program Development for Artistically Talented Project (ATP) in the Dade County Schools, Florida, funded by the Education Consolidation Improvement Act, Chapter 2, was designed to provide technical support to the locally funded program for artistically talented elementary students through: (1) the development of a curriculum/program guide; and (2) special funding for additional contracted teachers and a clerical support staff. The local program provided 90 minutes per day, four days per week, of special instruction in music, art, or dance to 121 students, grades three through six, identified as talented. This evaluation was designed to assess the support project funded by Chapter 2 and limited aspects of the ATP program. Results indicate that most Chapter 2 project activities occurred according to program specifications. Survey results from participating students, their parents, regular teachers, and ATP school administrators were generally very favorable. While program teachers were satisfied with student progress, only one third of them indicated that they would like to remain in the program. Ten recommendations for program improvement are made based on evaluation findings. Appendices contain the participants roster, the five evaluation questionnaires, and a contracted services chart. (BS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DADE COUNTY SCHOOL BOARD

Mr. Paul L. Cejas, Chairman
Mr. Robert Renick, Vice-Chairman
Mrs. Ethel Beckham
Mr. G. Holmes Braddock
Dr. Michael Krop
Ms. Janet McAliley
Mr. William H. Turner

Dr. Leonard Britton
Superintendent of Schools

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
PROGRAM DEVELOPMENT FOR THE
ARTISTICALLY TALENTED PROJECT

Principal Evaluator/Author: Martin R. Goldinher

DADE COUNTY PUBLIC SCHOOLS
October, 1984

TABLE OF CONTENTS

	Page
Executive Summary	1
Description of Project	4
Description of the Evaluation	4
Assessment of the Curriculum Guide	4
Characteristics of the Student Population	4
Survey of Attitudes Toward the Program	5
Parents	5
Program Teachers	5
Program Students	5
Regular Teachers	5
Administrators	5
Parents of Students Selected But Not Enrolled	6
Assessment of Program Impact on Students	6
Results	7
Extent to Which the Curriculum Guide was Completed as Scheduled	7
Extent to Which Consultant/Contracted Services Were Employed and Favorably Evaluated	7
Extent to Which Support Personnel Services Were Employed and Favorably Evaluated	7
Major Characteristics of Student Participants	8
Impact of Program on Level of Talent	8
Quality of the Relationship Between Regular Students and Project Students	8
Attitudes of Primary Level Students Toward the Project	8
Attitudes of Intermediate Level Students Toward the Project	9
Attitudes of Parents Toward the Program	13
Responses to Regular Classroom Teacher Questionnaire	16
Responses to Program Teacher Questionnaire	19
Responses to Administrators' Interviews	22
Conclusions and Recommendations	25

APPENDICES

Appendix A - Participants Roster
Appendix B - Parent Questionnaire
Appendix C - Program Teachers Questionnaire
Appendix D - Student Questionnaire - Grades 3 & 4
Appendix E - Student Questionnaire - Grades 5 & 6
Appendix F - Questionnaire for Regular Teachers
Appendix G - Contracted Services

Executive Summary

The Program Development for Artistically Talented Project (ATP) was funded by the Education Consolidation and Improvement Act (ECIA), Chapter II, in the amount of $58,212. This project was designed to provide technical support to a locally-funded program for artistically talented students via development of a curriculum/program guide[1] and special funding for additional contracted teachers and a clerical support staff.

The local program, funded in the amount of $185,992, provided direct instructional services. The program served identified artistically talented elementary students in grades three through six. Of the original 180 students projected for the project (60 in Art, 60 in Dance, and 60 in Music), the project actually served 121 students (58 in Art, 38 in Dance, and 25 in Music). Students from the South and South Central areas were eligible to apply for this program of special talent instruction. The program students, identified through a process including nomination by their home school, teacher recommendations, and audition by a screening team received special instruction for 90 minutes per day, four days a week, in the area of their talent. Program students were enrolled full time at either Perrine or Moton Elementary Schools (3rd and 4th grade students were assigned to Perrine, 5th and 6th grade students attended Moton). The goal of the Talented Project was to extend experiences and learning in artistic areas beyond what was normally provided in the regular program. Seven teachers (3 music, 3 art, and 1 dance) were involved along with the project coordinator, subject area supervisors, and school administrators.

The evaluation of this project was designed to assess the Chapter II-funded support project as well as limited aspects of the locally-funded (instructional) program. The results of this evaluation indicate that most (Chapter II) project activities occurred as specified in the program proposal. The program/curriculum guide, including all planned elements, was completed as scheduled, the clerical/support personnel were employed and satisfactorily utilized, and contracted guest artists were employed appropriately and favorably evaluated. Adequate facilities were provided at both project sites and instructional materials were, for the most part, regarded as appropriate for the attainment of the objectives by project teachers.

The majority of participating students gave "high marks" to most features of the project; indicating that they had positive feelings about the ATP, the things they learned in their ATP classes, and the effects of participation on their artistic expertise.

Parents of participating students were very supportive of the project's design and effects, felt that the project had a positive impact on their child's talent area, and that it should be continued next year. The vast majority of parents of 4th grade students attending Perrine anticipated sending their children to Moton next year to continue in the program.

Regular teachers indicated that the ATP students seemed to enjoy the program and "fit in well" with the rest of the class. Additionally, they felt that the (school) administrators appeared to be supportive of the program. Relatively low ratings were given to the adequacy of regular/ATP teacher communication, however.

---

[1] Copies of the Curriculum/Program Guide are available from the South Area Office (contact Marcia Pennington, South Area Art Specialist).

Program teachers indicated that they were, for the most part, satisfied with the progress made by most students, the adequacy of supplies, materials, and facilities, and the entry level of most of the students selected for participation. However, relatively low ratings were given to the level of support received from "regular program" teachers, and only one-third of the program teachers indicated that they would like to remain in the program next year. In terms of specific areas requiring attention, the dance teacher indicated that provisions should be made to split the dance students into at least two ability levels, such that instruction of each of these groups could occur separately. The music teachers also indicated that the quality of the stringed instruments was a problem. Finally, all program teachers indicated that the frequent addition of new students into the program created problems with instructional continuity, and suggested that (at most) twice-yearly opportunities for program entry be provided.

Interviews with ATP school administrators indicated that although scheduling had been difficult, the ATP was overwhelmingly supported by parents and staff members alike. Transportation was mentioned as a major problem. Students were on the bus for long periods of time and frequently were not picked up at the pre-established locations. The administrators also felt that the cooperation between the regular teachers and ATP teachers had not been optimal and that more referrals were needed to the program, specifically in the areas of music and dance. Administrators of both schools also indicated that the term "artistically talented" had generated some unfavorably-perceived connotations on the part of parents of "regular program" students, and that another term (both suggested "Fine Arts") might be used to describe the program. Finally, administrators felt that full-time (rather than part-time) clerical assistance should be provided to the Program.

As a result of these findings, the following recommendations are made:

1. Art, Music, and Physical Education teachers in potential feeder schools should be encouraged to identify more students for the program.

2. The name of the program should be changed from "Artistically Talented" to some other, less affectively-laden name such as "Fine Arts."

3. Transportation for program students should be improved. A special shuttle bus used exclusively to transport "Fine Arts" students would be beneficial.

4. To the extent feasible, students in each of the three artistic areas should be separated into groups of different ability to enable more sharply focused instruction.

5. Full-time (rather than hourly) clerical personnel should be assigned to each of the program schools.

6. Regular teachers should be encouraged to more fully support the program.

7. Pre- and post-assessment by an interdisciplinary team, to measure program impact should be made an integral part of the program.

BEST COPY AVAILABLE

8. Better quality stringed instruments should be provided for music students.

9. Students should be placed into the program at scheduled intervals rather than continually phased in throughout the year.

10. The practice of employing the contracted services of guest artists to enhance the program should be continued.

Description of the Project

The Program Development for Artistically Talented Project (ATP) was funded by the Education Consolidation and Improvement Act (ECIA), Chapter II, in the amount of $58,212. This project was designed to provide technical support to a locally-funded program for artistically talented students via development of a curriculum/program guide and special funding for additional contracted teachers and a clerical support staff.

The local program, funded in the amount of $185,992, provided direct instructional services. The program served identified artistically talented elementary students in grades three through six. Of the original 180 students projected for the project (60 in Art, 60 in Dance, and 60 in Music) the project actually served 121 students (58 in Art, 38 in Dance, and 25 in Music). Students from the South and South Central areas were eligible to apply for this program of special talent instruction. The program students, identified through a process including nomination by their home school, teacher recommendations, and audition by a screening team received special instruction for 90 minutes per day, four days a week, in the area of their talent. Program students were enrolled full-time at either Perrine or Moton Elementary Schools (3rd and 4th grade students were assigned to Perrine, while 5th and 6th grade students attended Moton). Students in the regular program at both schools participated jointly with ATP students in selected music activities. The goal of the Talented Program was to extend experiences and learning beyond what was normally provided in the regular program. Seven teachers (three music, three art, and one dance) were involved along with the project coordinator, subject area supervisors, and school administrators. Two of the seven teachers were regular music and art staff who teamed with Fine Arts teachers to implement the program.

Description of the Evaluation

While the primary responsibility of the evaluation was to focus on those aspects of the total program which were funded through Chapter II (development of the curriculum guide and provision of contractual services), salient information concerning the other (instructional) aspects of the total program was included in order to provide an overall perspective.

Data collection activities included the examination of records, observation of program activities, surveying via questionnaire and interviewing program personnel. The following section provides an overview of the general approaches that were taken in the evaluation.

Assessment of the Curriculum Guide

The project coordinator was contacted at specific intervals to determine the schedule on which the curriculum guide was being prepared. At each successive interval, a "percentage of completion rate" was determined by the coordinator and communicated to Office of Educational Accountability (OEA) staff. The contents of the guide were assessed by OEA staff to determine the presence of specific instructional objectives and related instructional activities and tests. Sections of the Guide that were prepared to assist program staff in such areas as the contracting of resource personnel were also reviewed.

Characteristics of the Student Population

OEA staff developed a Participants Roster Form (see Appendix A) which was completed by school-level personnel at each of the program schools. Information contained included the students' names, I.D. numbers, grade level, "home school," entry/exit dates, reasons for exiting, ethnicity, and area of talent.

Examination of the completed participant rosters enabled documentation of the distribution of students across the various areas of talent and the specific administrative areas of student origination.

Survey of Attitudes Toward the Program

Parents. Survey forms (see Appendix B), developed by OEA, were distributed to all of the parents/guardians of participating students via the program teachers. Items included in the surveys yielded information pertaining to the operation and perceived effectiveness of the program, communication between the school, parents, and teachers and the positive and negative aspects of the program as perceived by the parents. Parents were asked to specifically respond to such issues as (1) the magnet school concept, (2) transportation to and from the school, (3) the quality of regular instruction at the program school, (4) the perceived impact of the program on their child's artistic performance, and (5) whether the program should be continued in its present form in the 1984-85 school year.

Program teachers. Surveys (see Appendix C) were used to assess the program-relevant attitudes of all program teachers as well as their needs for enhanced support/structure in terms of instructional procedures, materials, facilities, etc. General issues addressed in the attitude/needs survey included (1) the perceived attitudes of parents and other teachers toward the program, (2) the adequacy of instructional design/materials, (3) the appropriateness of the "entry level of talent" of the participating students, (4) their satisfaction with the eligibility criteria and screening procedures, and (5) problems with regular program/Talented Program integration.

Program students. All program students were surveyed in April/May of 1984 to ascertain their attitudes regarding, as examples, (1) their enjoyment of specific aspects of the program, (2) their desires to continue on with the Talented Program during the next (1984-85) school year, (3) home school vs. center school interaction (friendships, teacher relationships, general extent of satisfaction with the school experience, etc.), and (4) the extent to which they perceived that they were developing their talents at a rate significantly above what would be experienced in a regular school music/art program (see Appendices D and E).

Regular teachers. All regular classroom teachers who had students enrolled in the program were surveyed to ascertain their perceptions of the Talented Program as it operated in their school (see Appendix F). Of particular interest were such factors as: (1) the extent to which participation in the program appeared to impact (positively or negatively) the academic performance of their students, (2) the nature and impact of scheduling or other logistical problems created by the installation of the Talented Program, (3) the interaction (positive or negative) of the program students and the regular students in their classes, (4) the quality of communication between the program teachers and the regular teachers, and (5) the perceived extent of support given by the school administrators to the Talented Program.

Administrators. On-site interviews were conducted with the two principals by OEA staff to ascertain: (1) the impact that the Talented Program had on scheduling at the schools, (2) the suitability of the admissions criteria, (3) the impact of the program on parents at the schools, (4) the problems of transporta-

tion, (5) the impact that the program had on the faculty (program and regular teachers), (6) the effectiveness of the clerical support personnel, (7) the impact of the program on non-participating students, and (8) recommendations for program improvement.

Parents of students selected but not enrolled. Parents of students that were eligible for the program but for some reason did not enroll were interviewed by OEA staff to ascertain their reasons for not enrolling their children in the program.

Assessment of program impact on students. An outside evaluation team composed of subject area specialists/supervisors assessed the skill levels of the students in May, 1984. Students who were enrolled in the Art program had their folders and productions assessed by the Art team made up of three specialists/supervisors from the District. The team evaluated each student's production and assigned a rating for each area of artistic piece exhibited by the student (e.g., drawing, pastel, clay, ceramic, print, collage, etc.). The ratings were based on a five-point scale and were tallied for a total overall assessment of the program based on the individual products. A similar three member team evaluated the Dance and Music programs at both schools. Again, these teams were composed of subject area specialists/supervisors in the respective talent areas. As with the Art evaluation, the teams assessed skill levels in component parts of the disciplines (e.g., Music - strings, recorders, vocal, percussion, etc,; Dance - ballet techniques, classical position, axial movement, center floor work, etc.).

In addition to comments provided by these teams, OEA utilized salient questionnaire items as well as enrollment figures for secondary level arts programs to assess program impact.

The evaluation activities described above provided responses to the following questions:

1. To what extent was the curriculum guide completed as scheduled and as conceived.

2. To what extent were consultant services employed and how favorably were they evaluated?

3. How were the support personnel (secretaries/clerks) employed and how favorably were their services evaluated?

4. What were the major characteristics of the project student population?

5. To what extent were participating students perceived as exhibiting gains in their specific areas of talent?

6. What was the quality of the relationship between "regular" students and "project" students?

7. To what extent had attendance and enrollment been impacted by the project?

8. What were the general attitudes of teachers, students, and staff toward this project?

BEST COPY AVAILABLE

Results

Extent to Which the Curriculum Guide was Completed as Scheduled

The program/curriculum guide was completed on schedule within the time lines as specified in the project proposal. The guide is a comprehensive (563 page) document providing specific information for the delivery of learning experiences to elementary talented students in Art, Dance, and Music. The guide consists of three major components. Component I contains general information including budget, staffing, facilities/equipment, and screening forms. Component II delineates the instructional program, student assessment profiles and subject area outlines. This component breaks down the individual talent area of Art, Music, and Dance into specific goals, objectives, activities, materials, and evaluation strategies. Component III addresses contracted services in terms of application, transmittal for agreement, and payment requisitions. The guide was printed and made available on July 13, 1984. The program/curriculum was comprehensive and contained all components as specified in the project proposal.

Extent to Which Consultant/Contracted Services Were Employed and Favorably Evaluated

Between February 20, 1984 and May 22, 1984, a total of 15 guest artists made presentations to ATP students via performances, demonstrations, and direct instruction to the students. Contractors were identified by the Fine Arts staff with the approval of supervising administrators. Contractors (usually "working" artists) were selected on the basis of their recognized professional reputation, and special expertise in their field, as well as the relationship of their service to the instructional program. (Refer to Appendix G for a complete listing of guest artists and dates of appearance.) Interviews conducted with program teachers, administrators, and the program coordinator revealed that the guest artists were received favorably by students, staff, and teachers alike. Project school administrators indicated that the consultant services played an integral part in the program. Many of the guest artists made presentations to the entire school population, thus impacting the talented program as well as "regular" students, demonstrating that these contracted services could effectively be used to support regular fine arts programs.

Extent to Which Support Personnel Services were Employed and Favorably Evaluated

Interviews were conducted with administrators at project sites by CEA staff to acquire information regarding the employment and evaluation of the clerical/support staff. Administrators gave very favorable ratings to these staff. Both school administrators assigned these staff the following responsibilities:

1. Record keeping,
2. Mail-outs and routine parent notification of upcoming events and areas of concern,
3. Scheduling auditions, updating student profiles, and arranging transportation schedules,
4. Drafting of letters, memos, etc.,
5. Assisting in communicating with parents and other "public relations" efforts, and
6. Assisting in the overall operation of the program.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Turner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Both school administrators indicated that the clerical/support personnel were invaluable to program operation and felt that each school site should have a full-time person functioning in that capacity.

Major Characteristics of Student Participants

Examination of data descriptive of Artistically Talented students suggested that all students accepted for placement at both schools (Moton and Perrine) met the eligibility criteria for program acceptance. A total of 121 students participated in the project during the 1983-84 school year. Moton served 70 students in grade 5 and 6 (Art-31; Music-20; and Dance-19) while Perrine served grades 3 and 4 and had a total enrollment of 51 students (Art-27; Music-5; and Dance-19). These figures represent 67% of the original projected enrollment of 180 students. Selected students' home schools were primarily from the South and South Central areas of the county. The program also included a small number of students who had previously attended private schools.

Impact of Program on Level of Talent

Information from the survey questionnaires and data from the evaluation teams indicated that the students apparently evidenced substantial gains in their talent area. All program teachers (100%) indicated that they were satisfied with the progress made by most students and a majority of parents (87%) felt that they saw a significant improvement in their child's area of talent as a result of the program. On the primary student (grades 3 and 4) survey, all of the students (100%) indicated that they learned a lot in their Talented class and a vast majority (91%) of intermediate (grades 5 and 6) students felt that they were developing their talent area faster than at the school they attended last year. Finally, subject area specialist/supervisor teams all indicated that, on the basis of their assessment of student performance, the program had been highly successful for the first year of operation.

Another indicator of program impact was seen in the number of Moton students who applied and were accepted to the Southwood Junior High School Arts Program. Of the 12 students who applied to the program from Moton, seven (58%) were unconditionally accepted. This compares to 34% who were accepted from the total number of applicants from other areas. Perrine was not included in this discussion because that program serves only grades 3 and 4.

Quality of the Relationship Between "Regular" Students and "Project" Students

Information obtained from the parent surveys indicated that the vast percentage of parents (81%) felt that their child got along well with other students at the school who were not in the program. Regular teachers felt that the Talented students had "fit in well" with the rest of the class (82%) and that a reasonable amount of interaction had taken place between the regular students and the Talented students (82%) Only a small percentage (9%) indicated that there was friction between the regular students and Talented students. Slightly more than half (58%) of the primary students (grades 3 and 4) felt that the students at their "program school" were just as nice as as the students at their previous school, while a somewhat larger percentage (65%) of intermediate students (grades 5 and 6) indicated that the regular students at the program school were friendly.

Attitudes of Primary Level (Grades 3 and 4) Students Toward the Project

Survey forms were completed by approximately 88% of the third and fourth grade students (Perrine) participating in the project. The survey form contained ten

statements to assess students' general orientation toward the project, their reaction to participation and their perceptions of the effects of project participation. For each statement, students indicated their agreement or disagreement by marking appropriate responses on the survey form.

Responses to this survey are described below and presented in Table I. For clarity of presentation, items are grouped under three headings describing various program dimensions. Table I contains the percentages of students responding to the options for each item.

General orientation toward the project. The primary level questionnaire included four items within this cluster. All four items received predominantly favorable responses with at least 71% of the students providing a positive response for each item. A high percentage of students indicated that they liked school (84%) and that they liked their Artistically Talented class (98%). The least favorable responses were given to statements affirming that most of the students in their Talented class were friendly with each other (78%) and that they were as "talented" as the other students in their Talented class (71%).

Reaction to participation in the program. Four items were included in this cluster. All or virtually all students felt that their parents liked them being in the program (98%) and that what they did in their Talented class was interesting (100%). The other two items received substantially less favorable responses. Only slightly more than half (58%) of the respondents indicated that fellow students were as nice as students at their previous school and almost half (49%) "missed" going to their previous school.

Perceived effects of project participation. Both items in this cluster received high rates of agreement. All students (100%) indicated that they learned a lot in their Talented class and almost all students (93%) indicated that they would like to participate in the Talented Program next year.

Attitudes of Intermediate Level (Grades 5 and 6) Students Toward the Project

Survey forms were completed by approximately 84% of the fifth and sixth grade students (Moton) participating in the project. The survey form contained 21 statements to assess students' general orientation toward the project, their reaction to participation and their perception of the effects of project participation. For each statement the students indicated the extent of their agreement on a five-point scale. For clarity of presentation, items are grouped under three headings describing various program dimensions. Table II contains, for each item, the percentages of students responding to each of the five response options. Mean numeric ratings (1 = strongly disagree; 5 = strongly agree) are also displayed for each item. With some minor exceptions, high numeric averages can generally be interpreted as "program favorable."

General orientation toward the project. Four items were included within this cluster. High percentages of agreement were obtained (at least 78%) for all four items. Almost all students (95%) indicated that they were proud to be selected for participation in the Artistically Talented Program and were happy (93%) to come to class. A high percentage (88%) of the students also indicated that they would like to be in the Talented Program again next year. A relatively low percentage (78%) of these students indicated that "most" of the students in their talented class were friendly with each other.

TABLE I

Student Survey Responses - Primary Form (Grades 3 & 4)

N = 45

	percent responding	
General Orientation Toward the ATP	YES	NO
I like school.	84	16
Most of the students in my Talented class are friendly with each other.	78	22
I like my Talented class.	98	2
I am as talented as the other students in my Talented class.	71	29
Reaction to Participation in the ATP		
My parents like me to be in the Talented Program.	98	2
The students at this school are just as nice as the students at my other school.	58	42
The things I do in my Talented class are interesting.	100	0
I miss going to my regular school.	49	51
Perceived Effects of ATP Participants		
I learn a lot in my Talented class.	100	0
I want to be in the Talented Program next year.	93	7

Table II
Student Survey Responses
Intermediate Form (Grades 5-6)
N = 59

		Percent responding to each choice				
	MEAN	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
General Orientation toward The ATP						
Most days I'm happy to come to my Talented class.	4.5	0	0	7	37	56
Most of the students in my Talented class are friendly with each other.	4.0	0	5	17	58	20
I am proud of being selected for participation in the Talented Program.	4.7	0	0	5	17	78
I would like to be in the Talented Program next year.	4.6	0	4	8	8	80
Area of Talent. MUSIC 20; ART 23; DANCE 15						
Reaction to Participation in the ATP						
The work I do in my Talented class is interesting.	4.5	0	0	3	49	48
I like the way my Talented classes are run.	4.3	0	0	14	41	45
In my Talented class, we do many things that we wouldn't do in a regular music, art, or dance class.	4.4	2	5	5	29	59
My parents are satisfied with the things I do in my Talented class.	4.2	0	2	15	36	47
The things that I do in my Talented class are challenging.	4.0	3	9	14	42	32
I like this school.	4.0	8	3	12	36	41
I miss my friends at my old school.	3.7	14	11	14	20	41
The regular students at this school are friendly.	3.8	3	9	23	35	30
I can easily "keep-up" with my regular subjects.	4.2	2	2	10	48	38

Table II (cont.)
Student Survey Responses
Intermediate Form (Grades 5-6)
N = 59

Perceived Effects	MEAN	Percent responding to each choice: Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
My Talented teacher makes me feel like he/she wants me to learn.	4.6	0	0	5	32	63
My participation in the Talented Program has helped me to learn many new things.	4.7	0	2	2	25	71
Participation in the Talented Program has increased my motivation to learn.	4.2	3	3	13	37	44
Participation in the Talented Program has helped me to develop my self-confidence.	4.1	3	2	14	49	32
The regular class teachers at this school help me to learn a lot.	4.5	0	2	9	29	60
I feel that I am developing my area of talent faster than I was at the school I attended last year.	4.5	2	3	4	22	69

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Reaction to participation in the project. Nine items were grouped within this cluster. Substantial percentages of respondents agreed that the work they did in their Talented class was interesting (97%), that they liked the way the Talented classes were run (86%), that they did many things they could not have done in a regular music, art, or dance class (88%), that their parents were satisfied with the things they were doing in their Talented class (83%), and that they could easily "keep-up" with their regular subjects (86%). Only about three-quarters of the respondents agreed that they liked their current school, however. The lowest percentages of "favorable" responses were given to statements that assessed the friendliness of regular students at the school (65%) and the extent to which friends at their previous school were missed (61%).

Perceived effects of project participation. A total of six items were included in this cluster. More than 90% of the responding students felt that their participation in the Artistically Talented program helped them to learn about many new things (96%), that their program teacher was perceived as interested in their learning (95%), and that they were developing their specific talent faster than previously (91%). "Program favorable" responses were given by at least 81% of the respondents to the other statements in this cluster.

Attitudes of Parents Toward the Program

All parents of students enrolled in the ATP were provided with questionnaires. Approximately 52% of the parents completed and returned their questionnaires. The questionnaire contained 20 statements to assess parents' understanding of the project and their perceptions regarding the project's design, impact and integration with the schools' regular education programs. For each statement, the parents indicated the extent of their agreement or disagreement on a five-point scale.

Responses to the survey are described below and presented in Table III. For clarity of presentation, items are grouped under four headings describing various project dimensions. Table III contains the percentage of parents responding with each of the five response options.

Program design. Only two statements were included to assess parental perceptions of program design. Over one-quarter (27%) of the parents felt that transportation was a major problem getting their child to and from the school. A majority of parents (91%) indicated that they were satisfied with the Talented Program and thought it should be continued in its present form next year.

Communication. Five items were included in the questionnaire to enable parents to express their opinions regarding the adequacy of communication between the school and the home. Virtually all parents felt that they were adequately informed of the program's objectives (91%) and how the program would operate (86%). High marks (93%) were also given to the accessibility of the school's staff for conferences and phone contacts. A lower, but still high percentage of respondents indicated that the Talented teacher kept them adequately informed of their child's progress (80%) and that the cooperation between the Talented teachers and regular teachers seemed to be good (82%).

Program effects. Six items were combined to form this cluster. Almost all parents (95%) indicated that their child enjoyed the Talented Program and they they could see significant improvement in their child's area of talent (87%). Substantial percentages also felt that their child was able to "keep up" with the

BEST COPY AVAILABLE

Table III
Parent Survey Responses

N = 63

		Percent responding to each choice				
		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Design	MEAN					
Transportation has been a major problem this year in getting my child to and from school.	2.5	28	35	10	15	12
I am satisfied with the Talented Program and think it should be continued in its present form next year.	4.3	2	5	2	39	52
Communication						
The talented teacher keeps me adequately informed of my child's progress.	3.9	3	10	7	51	29
I was adequately informed of the Program's objectives.	4.2	0	2	8	61	29
I was adequately informed of how the Talented Program would operate.	4.2	0	5	9	51	35
The current school's staff is accessible for conferences and phone contacts.	4.3	0	2	5	51	42
Cooperation between my child's Talented teacher and regular class teachers seems to be good.	4.0	0	2	16	65	17
Program Effects						
My child enjoys being in the Talented Program.	4.7	2	0	3	17	78
My child has a more positive attitude toward school as a result of being in the Program.	4.2	2	5	6	42	45
I can see significant improvement in my child's area of talent as a result of the Program.	4.4	0	2	11	36	51
My child's friendships have suffered because he/she does not attend a neighborhood school.	2.0	39	41	7	8	5

BEST COPY AVAILABLE

Table III (cont.)
Parent Survey Responses

N = 63

		Percent responding to each choice				
		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Effects (cont.)	MEAN					
My child is able to "keep-up" with the lessons in the regular program.	4.2	0	3	11	51	36
My child's progress in the regular academic program has suffered because of the time spent in the Talented Program.	1.6	52	39	7	0	2
Talented Program/Regular Program Integration						
The relationship between my child and his/her Talented teacher seems to be good.	4.4	0	2	8	39	51
I feel somewhat isolated from my child's current school.	2.2	28	45	10	12	5
My child gets along well with the other students at the school who are not in the program.	4.1	0	2	17	55	26
The current school's quality of regular program instruction is comparable to that of my child's previous school.	4.0	4	4	13	50	29
The current school's staff is generally very cooperative.	4.4	0	0	0	57	43

Do you anticipate sending your child to Moton next year to continue in the Program? (4th grade Perrine students only.)	Yes	89%
	No	11%
To what extent does this program take the place of other options (private lessons, etc.) which would be employed in the development of your child's talent?	Totally	32%
	Largely	35%
	Somewhat	9%
	Slightly	6%
	Not at All	17%

lessons in the regular program (87%) and that their child's progress in the regular academic program had not suffered because of participation in the Talented Program (91%). A substantial percentage of respondents indicated that their child had a more positive attitude toward school as a result of being in the program (87%). Only a small percentage (13%) felt that their child's friendships had suffered because they did not attend a neighborhood school.

Talented program/regular program integration. Five items were included in this cluster. Parents felt that the current school's staff was generally very cooperative (100%) and that the relationship between their child and his/her Talented teacher seemed to be good (90%). Only a few parents felt like they were somewhat isolated from their child's current school (17%). A substantial percentage (79%) indicated that they thought the current school's quality of regular program instruction was comparable to that of their child's previous school. Finally, 81% of the respondents felt that their children got along well with the other students at the school who were not in the program.

In response to a concluding section of the survey, the vast majority (89%) of "Perrine parents" indicated that they would send their child to Moton next school year (1984-85) to continue in the ATP and most of the parents (67%) felt that the program was totally, or largely, taking the place of other options that would be employed in the development of their child's talent area.

Reaction of Parents Whose Children Were Accepted but Never Attended

A list of 32 names and home schools of parents who had children selected for the program but never attended, was forwarded to OEA by the project coordinator. Contact was made with over half (60%) of those parents to determine reasons for non-program attendance. The reasons for non-attendance were varied and included the child's participation in a competitive program (e.g., Gifted, AEP, etc.), the wish for their child to attend a neighborhood school, transportation problems, plans to attend the ATP next year, or plans to move out of the area. The remaining parents (40%) had either moved, had phones disconnected or unlisted numbers, did not answer (after repeated calls), or were otherwise unavailable for contact.

Responses to Regular Classroom Teacher Questionnaire

All regular classroom teachers who had students participating in the Talented Program were provided with a teacher questionnaire. Eleven teachers returned surveys from Perrine and Moton. The questionnaire contained 14 statements about the Talented Program to which the teachers indicated the extent of their agreement or disagreement by responding using a five-point scale. The results of this portion of the questionnaire are presented in Table IV in terms of the percentage of teachers responding to each of the five response alternatives. For clarity of presentation, items are grouped under four headings describing various program dimensions.

Communication. Two items were included in this cluster to assess the extent to which classroom teachers felt that communications regarding the program were adequate. Less than half (45%) of the regular teachers felt that there was adequate communication/cooperation between the teachers of the Talented and regular teachers. However, a large percentage (82%) indicated that parents of their regular (non-program) students seemed to know about the Artistically Talented Program in their school.

BEST COPY AVAILABLE

Table IV
Regular Teacher Survey Responses

N = 11

	MEAN	Percent responding to each choice: Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Communication						
The cooperation/communication between the teachers of the Talented and regular classroom teachers seems to be adequate.	3.2	9	18	28	36	9
Parents of my (non-program) students seem to know about the Artistically Talented Program.	4.0	0	0	18	64	18
Program Impact and Perceived Effects						
The Talented students are able to "keep-up" with the regular class work without much difficulty.	3.7	0	18	9	55	18
The Talented Program has had a positive impact on this school.	3.9	0	9	18	46	27
The Talented Program should be continued next year.	4.3	0	9	18	9	64
Students enrolled in the Artistically Talented Program appear to like the Program.	4.6	0	0	0	36	64
Project Design						
Most of the students in the Artistically Talented Program are also high academic achievers.	3.0	9	36	10	36	9
The Talented students spend too much time in their talented class.	2.8	10	40	20	20	10
The school administration appears to be supportive of the Talented Program.	4.7	0	0	0	27	73
Scheduling/logistics problems have been created by the incorporation of the Artistically Talented Program within my school.	3.9	9	9	10	27	45

Table IV
Regular Teacher Survey Responses

N = 11

Regular Program/Talented Program Student Integration	MEAN	Percent responding to each choice: Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
A reasonable amount of interaction takes place between the regular students and the Talented students.	3.9	0	18	0	54	28
The Talented students "fit in well" with the rest of the class.	4.3	0	0	18	36	46
The other students have been neglected due to all the attention given the Talented students.	2.7	27	36	0	9	28
There is "friction" between the regular students and the Talented students.	1.8	45	45	0	0	10

BEST COPY AVAILABLE

Program impact and perceived effects. A total of four items comprised this cluster. More than 70% of the responding teachers agreed that the program students were able to "keep up" with their regular class work and that the program had a positive impact on the school and should be continued next year. All respondents (100%) indicated that the students enrolled in the program appeared to like the program.

Project design. Four items were concerned with the design and implementation of the program. All the teachers (100%) agreed that the school administration appeared to be supportive of the program. In response to a statement that was included to assess the academic characteristics of the program population, there was evenly divided opinion (45% agree vs. 45% disagree) that program students were also high academic achievers. A relatively small percentage of teachers (30%) felt that the Talented students spent too much time in their talent classes but a fairly large portion of teachers (73%) felt that scheduling/logistics problems were created by the incorporation of the Talented Program within their school.

Talented Program/regular program student interaction. Four statements referring to program integration composed this cluster. A large percentage of teachers (82%) indicated that the Talented students "fit in well" with the rest of the class and that a reasonable amount of interaction took place between the regular students and the Talented students. Only a very small percentage (10%) of the teachers felt there was "friction" between the two groups of students, but 37% indicated that they felt the other students (non-program) had been neglected due to all the attention given the Talented students.

Responses to Program Teacher Questionnaire

Survey forms were completed by six out of the seven (86%) of the program teachers. The survey form contained 21 statements to assess the program teachers' perception of program impact, design, and facilities/materials for implementation. For each statement the program teachers indicated the extent of their agreement or disagreement on a five-point scale. Responses to this survey are described below and presented in Tables V a and V b. For clarity of presentation, items are grouped under three headings describing various program dimensions. Tables V a and V b contain the percentages of program teachers responding with each of the five response options for each item and the specific school for which the response is applicable. Because the majority of the teachers provided instruction at both schools on an intinerant basis, items were formatted in such a way as to allow a separate response for each school.

Moton

Project design. Nine items were grouped within this cluster (see Table V a). A majority of program teachers responded "favorably" regarding their satisfaction with the entry level of most students in the ATP (80%) and the adequacy of the eligibility criteria for student selection (83%). However, somewhat in contradiction to this latter finding, 40% of the respondents felt that there were "substantial numbers" of students in the Talented Program who did not belong because of inadequate skill levels. Additionally, substantial percentages indicated that the clerical support provided by the Program had not helped them personally (60%). In a more positive vein, most of the program teachers indicated that the itinerant teaching schedule did not adversely affect program continuity (80%),

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table Va
Program Teacher Survey Responses
MOTON
N = 6

		Percent responding to each choice				
	MEAN	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Design						
The itinerant teaching schedule adversely affects the continuity of the Program.	1.8	60	20	0	20	0
The Talented Program has created major scheduling problems.	4.2	0	20	0	20	60
There are substantial numbers of students in the Talented Program who do not belong in the program because of inadequate skill levels in their talent area.	2.8	0	60	0	40	0
I am satisfied with the entry level of most students in their talent area.	3.6	0	20	0	80	0
The talented students are frequently pulled out of the talented classes for one reason or another.	2.4	0	80	0	20	0
The inclusion of the "cadet" students (Moton only) creates problems in that those students are at a talent level below that of the originally identified students.	2.4	0	60	40	0	0
I feel that the Program should be expanded to other schools.	4.2	0	17	0	33	50
The clerical support provided by the Program has helped me personally.	2.6	0	60	20	20	0
The eligibility criteria used to select students for the Talented Program are adequate.	3.8	0	0	17	83	0
Program Impact						
The school administration has been very supportive of the Program.	3.0	0	60	0	20	20
The regular teachers are supportive of the Talented Program.	3.6	0	0	40	60	0

Table Va (cont.)
Program Teacher Survey Responses
MOTON
N = 6

		Percent responding to each choice				
		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Impact (cont.)	MEAN					
I am satisfied with the progress made by most students.	4.0	0	0	0	100	0
The regular teachers resent the intrusion of the Talented Program.	2.2	0	80	20	0	0
Parents are very supportive of the Program.	3.8	0	0	20	80	0
The Talented students seem to be isolated from the rest of the school population.	2.0	0	100	0	0	0
The interaction between the "[illegible]" students (Moton only) and the [illegible]inally identified students negatively impacts the implementation of the Program.	2.4	0	60	40	0	0
I would like to teach in the Program next year.	3.4	0	40	20	0	40
Adequacy of Facilities/Materials						
The supplies/equipment are adequate for the Program.	4.6	0	0	0	40	60
The facilities are adequate for the Program.	4.6	0	0	0	40	60
It would have been helpful to have had the curriculum/program guide at the beginning of the year.	3.5	17	0	0	83	0
I feel that the curriculum/program guide will be very helpful.	3.8	0	0	17	83	0

BEST COPY AVAILABLE

that the program should be expanded to other schools (83%), that students were not frequently pulled out of their talented classes (80%), and that the inclusion of the "cadet" students had not created problems (60%) (these students were at a talent level below that of the originally identified students).

Program impact. A total of eight items were included in this cluster. All (100%) of the program teachers indicated their satisfaction with the progress made by the students, and disagreed that the talented students were isolated from the rest of the school population. Eighty percent felt that parents were supportive of the program and none (0%) felt that regular teachers "resented" the intrusion of the ATP. In a less positive vein, fewer than half (40%) of the respondents felt that the (school) administration was supportive of the program and only 40% indicated that they would like to teach in the program next year.

Adequacy of facilities/materials. Four items were combined to form this cluster. All of the program teachers (100%) indicated that the supplies, equipment, and facilities were adequate for the program. A substantial majority (83%) felt that it would have been helpful to have had the curriculum/program guide at the beginning of the year and that the guide would be very helpful.

Perrine

Responses given to this survey by program teachers referring to Perrine (see Table V b) were, without exception, slightly more "program favorable" than those given in reference to Moton. This was especially true in the specific cases of the clerical support personally received, school administration support, and the extent to which the Talented Program had created scheduling problems. The one exception, involving higher Moton ratings, was in response to the issue of regular teacher's resentment of program intrusion.

Responses to Administrators' Interviews

Principals of both Moton and Perrine were interviewed by OEA staff. Both administrators gave favorable marks to the support/clerical personnel and indicated they should be assigned full-time to each project school site. Scheduling of the program was viewed as both difficult and challenging. The continual fusion of students into the program throughout the year was especially difficult. Meeting the Balanced Curriculum guidelines and rigid scheduling for the basic skill areas was difficult. Transportation was an area of concern to the administrators. Areas of difficulty involved students who were on the bus for long periods of time, and were frequently missed or by-passed at the pick-up locations. Initially, several regular teachers resented the intrusion of the project at their school and were reluctant to cross-group or fully cooperate with the ATP teachers. Although this was a problem initially, there appeared to be some improvement in this area toward the end of the school year. Both school administrators suggested that the name of the program "Artistically Talented" be changed to "Fine Arts" program. Parents of non-program students seemed to react negatively to the generic term "Artistically Talented." More aggressive recruiting of students, particularly in the areas of music and dance, were also of concern. Out of the 121 participating students, only 25 enrolled in music, and 38 in dance, while art had a total of 58 students, or 48% of the total number of participants.

BEST COPY AVAILABLE

Table Vb
Program Teacher Survey Responses
PERRINE
N = 6

		Percent responding to each choice				
		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Design	MEAN					
The itinerant teaching schedule adversely affects the continuity of the Program.	2.2	50	17	0	33	0
The Talented Program has created major scheduling problems.	2.2	0	83	17	0	0
There are substantial numbers of students in the Talented Program who do not belong in the program because of inadequate skill levels in their talent area.	2.3	0	83	0	17	0
I am satisfied with the entry level of most students in their talent area.	3.7	0	17	0	83	0
The talented students are frequently pulled out of the talented classes for one reason or another.	2.2	0	83	17	0	0
The inclusion of the "cadet" students (Moton only) creates problems in that those students are at a talent level below that of the originally identified students.	NA	--	--	--	--	--
I feel that the Program should be expanded to other schools.	4.2	0	17	0	33	50
The clerical support provided by the Program has helped me personally.	4.5	0	0	0	50	50
The eligibility criteria used to select students for the Talented Program are adequate.	3.8	0	0	17	83	0
Program Impact						
The school administration has been very supportive of the Program.	4.2	0	0	0	83	17
The regular teachers are supportive of the Talented Program.	3.3	0	17	33	50	0

BEST COPY AVAILABLE

Table Vb (cont.)
Program Teacher Survey Responses
PERRINE
N = 6

		Percent responding to each choice				
		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Program Impact (cont.)	MEAN					
I am satisfied with the progress made by most students.	4.0	0	0	0	100	0
The regular teachers resent the intrusion of the Talented Program.	3.7	0	17	0	83	0
Parents are very supportive of the Program.	3.8	0	0	17	83	0
The talented students seem to be isolated from the rest of the school population.	2.2	0	83	17	0	0
The interaction between the "cadet" students (Moton only) and the originally identified students negatively impacts the implementation of the Program.	NA	--	--	--	--	--
I would like to teach in the Program next year.	3.3	0	33	33	0	33
Adequacy of Facilities/Materials						
The supplies/equipment are adequate for the program.	4.5	0	0	0	50	50
The facilities are adequate for the Program.	4.5	0	0	0	50	50
It would have been helpful to have had the curriculum/program guide at the beginning of the year.	3.5	17	0	0	83	0
I feel that the curriculum/program guide will be very helpful.	3.8	0	0	17	83	0

BEST COPY AVAILABLE

Conclusions and Recommendations

The evaluation of this project was designed to assess the Chapter II-funded support project as well as limited aspects of the locally-funded (instructional) program. The results of this evaluation indicate that most (Chapter II) project activities occurred as specified in the program proposal. The program/curriculum guide, including all planned elements, was completed as scheduled, the clerical/support personnel were employed and satisfactorily utilized, and contracted guest artists were employed appropriately and favorably evaluated. Adequate facilities were provided at both project sites and instructional materials were, for the most part, regarded as appropriate for the attainment of the objectives by project teachers.

The majority of participating students gave "high marks" to most features of the project; indicating that they had positive feelings about the ATP, the things they learned in their ATP classes, and the effects of participation on their artistic expertise.

Parents of participating students were very supportive of the project's design and effects, felt that the project had a positive impact on their child's talent areas, and should be continued next year. The vast majority of parents of 4th grade students attending Perrine anticipated sending their children to Moton next year to continue in the program.

Regular teachers indicated that the ATP students seemed to enjoy the program and "fit in well" with the rest of the class. Additionally, they felt that the (school) administrators appeared to be supportive of the program. Relatively low ratings were given to the adequacy of regular/ATP teacher communication, however.

Program teachers indicated that they were, for the most part, satisfied with the progress made by most students, the adequacy of supplies, materials, and facilities, and the entry level of most of the students selected for participation. However, relative low ratings were given to the level of support received from "regular program" teachers, and only one-third of the program teachers indicated that they would like to remain in the program next year. In terms of specific areas requiring attention, the dance teacher indicated that provisions should be made to split the dance students into at least two two ability levels, such that instruction of each of these groups could occur separately. The music teachers also indicated that the quality of the stringed instruments was a problem. Finally, all program teachers indicated that the frequent addition of new students into the program created problems with instructional continuity, and suggested that (at most) twice-yearly opportunities for program entry be provided.

Interviews with ATP school administrators indicated that although scheduling had been difficult the ATP was overwhelmingly supported by parents and staff members alike. Transportation was mentioned as a major problem. Students were on the bus for long periods of time and frequently were not picked up at the pre-established locations. The administrators also felt that the cooperation between the regular teachers and ATP teachers had not been optimal and that more referrals were needed to the program, specifically in the areas of music and dance. Administrators of both schools also indicated that the term "artistically talented" had generated some unfavorably-perceived connotations on the part

of parents of "regular program" students, and that another term (both suggested "Fine Arts") might be used to describe the program.

As a result of these findings, the following recommendations are made:

1. Art, Music, and Physical Education teachers in potential feeder schools should be encouraged to identify more students for the program.

2. The name of the program should be changed from "Artistically Talented" to some other, less affectively-laden name such as "Fine Arts."

3. Transportation for program students should be improved. A special shuttle bus used exclusively to transport "Fine Arts" students would be beneficial.

4. To the extent feasible, students in each of the three artistic areas should be separated into groups of different ability to enable more sharply focused instruction.

5. Full-time (rather than hourly) clerical personnel should be assigned to each of the program schools.

6. Regular teachers should be encouraged to more fully support the program.

7. Pre- and post-assessment by an interdisciplinary team, to measure program impact should be made an integral part of the program.

8. Better quality stringed instruments should be provided for music students.

9. Students should be placed into the program at scheduled intervals rather than continually phased in throughout the year.

10. The practice of employing the contracted services of guest artists to enhance the program should be continued.

APPENDIX A

BEST COPY AVAILABLE

SCHOOL _____

TALENT AREA _____

GRADE _____

...E OF STUDENT	PDBS #	ETHN.	HOME SCHOOL	ENTRY DATE	EXIT DATE	REASON FOR EXITING	NEW SCHOOL

SAMPLE

APPENDIX B

BEST COPY AVAILABLE

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ARTISTICALLY TALENTED PROGRAM
PARENT QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

GRADE LEVEL OF CHILD _____ 1

NAME OF SCHOOL (check one): 2

PERRINE _____ 1

MOTON _____ 2

Area of Talent (check one)

_____ 1 Art

_____ 2 Dance 3

_____ 3 Music

For each of the following statements, please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below and writing it on the line to the right of each item.
Please note: If you feel that you do not have enough information to respond to a statement, place a zero on the line to the right of that item.

Strongly Disagree				Strongly Agree	Not Enough Information
1	2	3	4	5	0

1. Transportation has been a major problem this year in getting my child to and from school. _____ 4
2. The relationship between my child and his/her Talented teacher seems to be good. _____ 5
3. My child enjoys being in the Talented Program. _____ 6
4. My child has a more positive attitude toward school as a result of being in the Program. _____ 7
5. I can see significant improvement in my child's area of talent as a result of the Program. _____ 8
6. My child's friendships have suffered because he/she does not attend a neighborhood school. _____ 9
7. I feel somewhat isolated from my child's current school. _____ 10
8. My child gets along well with the other students at the school who are not in the Program. _____ 11

Auth: MIS; Exp. Date: May 31, 1984

BEST COPY AVAILABLE

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ARTISTICALLY TALENTED PROGRAM
PARENT QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5	Not Enough Information 0

9. The Talented teacher keeps me adequately informed of my child's progress. ____ 12

10. I am satisfied with the Talented Program and think it should be continued in its present form next year. ____ 13

11. I was adequately informed of the Program's objectives. ____ 14

12. I was adequately informed of how the Talented Program would operate. ____ 15

13. My child is able to "keep-up" with the lessons in the regular program. ____ 16

14. The current school's quality of regular program instruction is comparable to that of my child's previous school. ____ 17

15. The current school's staff is generally very cooperative. ____ 18

16. The current school's staff is accessible for conferences and phone contacts. ____ 19

17. My child's progress in the regular academic program has suffered because of the time spent in the Talented Program. ____ 20

18. Cooperation between my child's Talented teacher and regular class teachers seems to be good. ____ 21

19. (For parents of 4th grade Perrine students:) Do you anticipate sending your child to Moton next year to continue in the Program? (check one): yes ____ (1) no ____ (2) 22

If no, please indicate why. _____ 23-24

_____

_____

_____

_____

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ARTISTICALLY TALENTED PROGRAM
PARENT QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

20. To what extent does this program take the place of other options (private lessons, etc.) which would be employed in the development of your child's talent? (check one):

25

Totally ____ 1
Largely ____ 2
Somewhat ____ 3
Slightly ____ 4
Not at All ____ 5

Indicate below any recommendations that you have to improve the Program: 26-27

_____

_____

_____

_____

BEST COPY AVAILABLE

OEA: 04/11/84
ATP Parent Questionnaire
SURVEY/AWOJ

Auth: MIS; Exp. Date: May 31, 1984

APPENDIX C

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ARTISTICALLY TALENTED PROGRAM
PROGRAM TEACHERS QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

AREA OF INSTRUCTION (check one):

ART _____ 1

DANCE _____ 2 — 1

MUSIC _____ 3

For each of the following statements, please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

The itinerant teaching schedule adversely affects the continuity of the Program.

At Perrine ____ 2

At Moton ____ 3

The school administration has been very supportive of the Program.

At Perrine ____ 4

At Moton ____ 5

The Talented Program has created major scheduling problems.

At Perrine ____ 6

At Moton ____ 7

The regular teachers are supportive of the Talented Program.

At Perrine ____ 8

At Moton ____ 9

There are substantial numbers of students in the Talented Program who do not belong in the program because of inadequate skill levels in their talent area.

At Perrine ____ 10

At Moton ____ 11

Auth: MIS; Exp. Date: May 31, 1984

Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5

DO NOT WRITE IN THIS SPACE

I am satisfied with the progress made by most students.

At Perrine ____ 12

At Moton ____ 13

The regular teachers resent the intrusion of the Talented Program.

At Perrine ____ 14

At Moton ____ 15

Parents are very supportive of the Program.

At Perrine ____ 16

At Moton ____ 17

I am satisfied with the entry level of most students in their talent area.

At Perrine ____ 18

At Moton ____ 19

The talented students are frequently pulled out of the talented classes for one reason or another.

At Perrine ____ 20

At Moton ____ 21

The supplies/equipment are adequate for the program.

At Perrine ____ 22

At Moton ____ 23

The facilities are adequate for the Program.

At Perrine ____ 24

At Moton ____ 25

The talented students seem to be isolated from the rest of the school population.

At Perrine ____ 26

At Moton ____ 27

The inclusion of the "cadet" students (Moton only) creates problems in that those students are at a talent level below that of the originally identified students. ____ 28

Auth: MIS; Exp. Date: May 31, 1984

Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5

DO NOT WRITE IN THIS SPACE

The interaction between the "cadet" students (Moton only) and the originally identified students negatively impacts the implementation of the Program. ____ 29

I would like to teach in the Program next year.

At Perrine ____ 30

At Moton ____ 31

I feel that the Program should be expanded to other schools. ____ 32

It would have been helpful to have had the curriculum/program guide at the beginning of the year. ____ 33

The clerical support provided by the Program has helped me personally.

At Perrine ____ 34

At Moton ____ 35

The eligibility criteria used to select students for the Talented Program are adequate. ____ 36

I feel that the curriculum/program guide will be very helpful. ____ 37

What recommendations do you have for the Program? Please list anything you feel would be beneficial to the program in general.

_____

_____

_____ 38 - 40

_____

Auth: MIS; Exp. Date May 31, 1984

APPENDIX D

BEST COPY AVAILABLE

OFFICE OF EDUCATIONAL ACCOUNTABILITY

ARTISTICALLY TALENTED

STUDENT SURVEY - GRADES 3 & 4

EXAMPLES:

	(Check one) YES	NO
A. ICE CREAM TASTES BETTER THAN SALT.		
B. THE WEATHER IN MIAMI IS ALWAYS COLD.		

LISTEN TO TEACHER'S INSTRUCTIONS

	YES 1	NO 2	
1. I like school.			1
2. Most of the students in my Talented class are friendly with each other.			2
3. I like my Talented class.			3
4. My parents like me to be in the Talented Program.			4
5. The students at this school are just as nice as the students at my other school.			5
6. I am as talented as the other students in my Talented class.			6
7. The things I do in my Talented class are interesting.			7
8. I miss going to my regular school.			8
9. I learn a lot in my Talented class.			9
10. I want to be in the Talented Program next year.			10

Name of your school (check one): 11

___ 1 Moton

___ 2 Purrine

Area of talent (check one): 12

___ 1 Art

___ 2 Dance

___ 3 Music

APPENDIX E

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
STUDENT QUESTIONNAIRE - Grades 5 & 6
ARTISTICALLY TALENTED PROGRAM

DIRECTIONS:

You can help to make the Artistically Talented Program better by responding carefully to each of the questions that follow. Please respond to each question by darkening the appropriate space on your separate answer sheet. Keep in mind that there are no right or wrong answers to any of these questions. Your honest response to each question will be the best answer. We appreciate your cooperation and assistance in helping us to evaluate the Artistically Talented Program. Indicate the extent to which you agree or disagree with each of the following statements according to the scale below.

Strongly Disagree (A/F)	Disagree (B/G)	Uncertain (C/H)	Agree (D/J)	Strongly Agree (E/K)

1. Most days I'm happy to come to my Talented class.
2. Most of the students in my Talented class are friendly with each other.
3. The work I do in my Talented class is interesting.
4. I am proud of being selected for participation in the Talented Program.
5. My Talented teacher makes me feel like he/she wants me to learn.
6. I like the way my Talented classes are run.
7. In my Talented class, we do many things that we wouldn't do in a regular Music, Art, or Dance class.
8. My participation in the Talented Program has helped me to learn many new things.
9. My parents are satisfied with the things I do in my Talented class.
10. My participation in the Talented Program has helped me to develop better practice habits.
11. The things that I do in my Talented class are challenging.
12. Participation in the Talented Program has increased my motivation to learn.
13. Participation in the Talented Program has helped me to develop my self-confidence.

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
STUDENT QUESTIONNAIRE - Grades 5 & 6
ARTISTICALLY TALENTED PROGRAM

14. I would like to be in the Talented Program next school year.

15. I like this school.

16. I miss my friends at my old school.

17. The regular students at this school are friendly.

18. I can easily "keep-up" with my regular subjects.

19. The regular class teachers at this school help me to learn a lot.

20. I feel that I am developing my area of talent faster than I was at the school I attended last year.

21. Please indicate your area of talent by darkening the appropriate space on your answer sheet.

Art	(A)
Dance	(B)
Music	(C)

APPENDIX F

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
QUESTIONNAIRE FOR REGULAR TEACHERS
ARTISTICALLY TALENTED PROGRAM

DO NOT WRITE IN THIS SPACE

NAME OF SCHOOL (check one): PERRINE ____ MOTON ____ 1

1 2

For each of the following statements, please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item.

Strongly Disagree				Strongly Agree	Not Enough Information
1	2	3	4	5	0

Most of the students in the Artistically Talented program are also high academic achievers. ____ 2

A reasonable amount of interaction takes place between the regular students and the Talented students. ____ 3

The Talented students "fit in well" with the rest of the class. ____ 4

The Talented students are able to "keep-up" with the regular class work without much difficulty. ____ 5

The Talented students spend too much time in their talent class. ____ 6

The other students have been neglected due to all the attention given the Talented students. ____ 7

The Talented Program has had a positive impact on this school. ____ 8

The cooperation/communication between the teachers of the Talented and regular classroom teachers seems to be adequate. ____ 9

There is "friction" between the regular students and the Talented students. ____ 10

The Talented Program should be continued next year. ____ 11

The school administration appears to be supportive of the Talented Program. ____ 12

Scheduling/logistics problems have been created by the incorporation of the Artistically Talented Program within my school. ____ 13

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
QUESTIONNAIRE FOR REGULAR TEACHERS
ARTISTICALLY TALENTED PROGRAM

DO NOT WRITE IN THIS SPACE

Parents of my (non-Program) students seem to know about the Artistically Talented Program. ____ 14

Students enrolled in the Artistically Talented Program appear to like the Program. ____ 15

OEA: 5/11/84
ATP Regular Teachers
SURVEY/AWOJ

Auth: MIS; Exp. Date: May 31, 1984

APPENDIX G

CONTRACTED SERVICES

DATES	SCHOOLS	TEACHER	PROGRAM-CATEGORY	CONTRACTOR	TOTAL COST
Feb. 20 24,27 & Mar. 1	Perrine & Moton	S. Taylor	Art-Drawing	Nell Cook	$225.00
Mar. 19 20,22, 23	Moton	M. Rodriguez	Dance-Modern	Diane Jacobowitz	$428.00
Mar. 19 20,22,23	Moton	Wyroba	Art-Painting Sculpture	T. Wochunas	$478.00
Mar. 16	Perrine	Webb	Art-Textiles	Berenice Conners	20.00
May 7,8, 10,11	Moton	Ewing	Music-Vocal	Lynn Huff Gackle	$250.00
Mar. 16/ 30	Moton	Wyroba	Art-Ceramics	F. Wyroba	$200.00
May 7-11	Moton	Floyd	Music-Winds	Jeffrey Kite Powell	$250.00
Mar. 19- April 17	Perrine	Wyroba Taylor	Art-Paper	Betty Kjelson	$250.00
May 10 & 11	Moton	Taylor Wyroba	Art-Glazing	Beryl Solla	$150.00
Mar. 26- April 27	Perrine Moton	Taylor Wyroba	Art-Printmaking	R. Duncan	$300.00
May 12- June 12	Moton	Floyd	Music-Winds	Carroll Music	$460.00
Mar. 8 - April 10	Perrine Moton	Taylor	Art Watercolor	Dorothy Green	$420.00
May 14 May 15	Perrine	Taylor	Pastels	Nell Cook	75.00
April 27 May 4	Perrine Moton	Webb Wyroba	Video Tape	Hy Stanton	$1,008.00
May 17,18 May 21,22	Perrine Moton	Taylor Taylor	Stage Make-up Miming	Corky Dozier	$225.00

BEST COPY AVAILABLE

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.